

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

*****Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.**

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: Charlotte Elementary School

Name and title of person responsible for gifted and talented program:

Ann Luginbuhl, Teacher of Gifted and Talented

Phone number: 454-2888

Email address: aluginbuhl@msln.net

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Kenneth Johnson
Superintendent Name (printed)

Kenneth Johnson
Superintendent Signature

Date application submitted to Maine DOE for review: August 27, 2015

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By:

Patti Drapeau

☒ Approval

☐ Approval with concerns

☐ Non-approval

Maine DOE Authorization:

[Signature]

Date of Approval:

Oct 14, 2015

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

We, at the Charlotte Elementary School, believe that the needs of academically able students can be as profound as the needs of those who require special education. Their unusual and unique abilities require that specialized curricula be developed for them that is advanced and conceptually complex. Therefore, we have designed the program for academic excellence that is modeled on the resource room that will provide individualized diverse academic programs for gifted and talented students. It will serve students whose needs are not being met in the regular classroom and can benefit from individualized assignments and instruction. The program will help students learn at their own pace and develop their potential abilities to the fullest. Gifted students' programming includes evaluation and appropriate modification to insure the program remains appropriate and relevant the students' changing needs.

Arts program philosophy:

We, at the Charlotte school, believe that artistically talented students need to be challenged to develop their abilities. Their unusual and unique abilities require that specialized curricula be developed for them which are advanced and conceptually complex. The arts component of our Gifted and Talented Program seeks to identify students who have special abilities in the arts so we can offer differentiated opportunities in their regular classroom experiences and additional opportunities to explore topics in art and music with more depth and complexity.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

Charlotte Elementary School provides specialized programming for students in grades preK-8 based upon their individual needs and levels of achievement. Students are instructed in small groups that are formed based on student ability. Student levels are determined through use of individualized achievement tests, individualized assessments and classroom performance. When a student's needs are not met in the regular classroom individualized programming is developed with collaboration between classroom teachers, parents, an administrator, special education staff and the teacher of gifted and talented students.

Arts program abstract:

All students are given a wide and varied exposure to art and music in small weekly classes. Both the art and music teacher offer differentiated experiences at all levels based on interest and ability. Beginning in grade four, our music teacher offers students individual lessons in band instruments of their choice. This allows any child who has the interest to explore music in more depth. Our music teacher also encourages students with unusual ability to take advantage of lessons that are offered at the school and provides music that is more complex and challenging. Annual concerts allow these students to show case their hard work and talents. The music teacher nominates students making exceptional progress in individual lessons to participate in the county music festival. Beginning in grade 3, in art, we offer students, who are identified as needing additional opportunities, an additional weekly art class that presents material in more complex and deep ways.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics

Goals:

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. -

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Objectives:

Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year. -

Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

Activities

Educators use local, state, and national standards to align and expand curriculum and instructional plans. -

Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. -

Arts

Goals:

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Objectives:

Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

Activities

Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

Educators use school and community resources that support differentiation.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

General Intellectual Ability**Screening:**

All screening is done on a regular basis through the school's Response to Intervention Team. School assessments are regularly monitored for students whose ability falls outside the level of instruction in their classroom placement. These assessments have included: MEA's, NECAPS, STAR, NWEA, local assessment pieces, Placement Tests, Unit Tests, Pretests, Post Tests, Developmental Reading Assessments, Developmental Writing Assessments, Dibels, standards based grade level checklists.

In addition any teacher, staff member, parent, or student may refer a student to the RtI Team.

Selection:

The identification team is the RtI team and it includes: The Teacher of Gifted Students, classroom teachers, the special educator, Title I educator and the Principal. The Team reviews all information on any child that appears to require additional programming because of exceptional ability. The Team may request additional assessment information. Examples of tools that may be employed are: WISC, Woodcock Johnson IV, Renzulli Checklists, Woodcock Reading Mastery or Key Math.

Placement:

The RtI Team meets with the parents (and student when appropriate) and classroom teacher. This team outlines goals for the programs and designs an appropriate program. Parents are provided with a copy of the description of their child's program and the goals. Parents (and student when appropriate) sign to indicate their approval of the plan. Records of assessment of a child's progress on goals are maintained with copies provided to the parents quarterly. The Team evaluates the appropriateness of a child's placement and instruction annually.

Academic Aptitude

Screening:

All screening is done on a regular basis through the school's Response to Intervention Team. School assessments are regularly monitored for students whose achievement falls outside the level of instruction in their classroom placement. These assessments have included: MEA's, NECAPS, STAR, NWEA, local assessment pieces, Placement Tests, Unit Tests, Pretests, Post Tests, Developmental Reading Assessments, Developmental Writing Assessments, Dibels, standards based grade level checklists.

In addition any teacher, staff member, parent, or student may refer a student to the RtI Team.

ELA: Teacher, Parent or self nomination. State wide assessments (MEA, SBAC, NECAP), Classroom Assessments, Standardized Assessments (STAR, NWEA), Grade level standard based checklists.

Math: Teacher, Parent or self nomination. State wide assessments (MEA, SBAC, NECAP), Classroom Assessments, Standardized Assessments (STAR, NWEA), Grade level standard based checklists.

Science: Teacher, Parent or self nomination. State wide assessments (MEA, SBAC, NECAP), Classroom Assessments, Standardized Assessments (STAR, NWEA), Grade level standard based checklists.

Selection:

Because of the size of the school the identification team is the RtI team and it includes: The Teacher of Gifted Students, all classroom teachers, the special educator, Title I educator and the Principal. The Team reviews all information on all children. Any that appear to require additional programming because of exceptional academic abilities are discussed and alternatives are proposed. The Team may request additional assessment information. Examples of tools that may be employed are: WISC, Woodcock Johnson IV, Renzulli Checklists, Woodcock Reading Mastery or Key Math. Parents are included in all discussions that consider programming beyond the regular classroom placement.

Placement:

The RtI Team meets with the parents (and student when appropriate) and classroom teacher. This team outlines goals for the program and designs an appropriate program. Parents are provided with a copy of the description of their child's program and the goals. Parents (and student when appropriate) sign to indicate their approval of the plan. Records of assessment of a child's progress on goals are maintained with copies provided to the parents quarterly. The Team evaluates the appropriateness of a child's placement and instruction annually.

Artistic Ability

Screening:

The Art and Music teacher observe all children within their regular art and music classes. Each of them or any other teacher may make a referral for consideration for enriched art or music.

The art teacher encourages all students in grades 2-8 to collect works in a portfolio for submission for evaluation by a team of three art teachers.

Students in grades 2 or 3 begin learning the recorder. Students that make exceptional progress are encouraged to begin individual instrumental lessons in grade 4.

Music Teacher offers every student in grades 4-8 the opportunity to take individualized/small group instrumental lessons.

Selection:

Visual Arts: Teacher, parent or self referral. Rubric for Portfolio Review. Behavioral Rating Scales.
Music: Teacher, parent or self referral. Classroom observation. Behavior Rating Scales.

Placement:

Rtl team will invite music and art teachers to determine how best to meet the individual needs of selected students. The Rtl Team will then meet with the parents (and student when appropriate). This team outlines goals for the program and designs an appropriate program. Parents are provided with a copy of the description of their child's program and the goals. Parents (and student when appropriate) sign to indicate their approval of the plan. Records of assessment of a child's progress on goals are maintained with copies provided to the parents quarterly. The Team evaluates the appropriateness of a child's placement and instruction annually.

Process for transfer students:

The records of every transfer student are reviewed (within 30 days of their arrival) by resource room teacher. Every transfer student's needs are considered by the Rtl. If a student was identified as G/T in their sending district the Rtl Team will review the file and determine how best to meet those needs. Any other student that demonstrates a need for additional or enriched programming will have an individualized intervention plan designed for them. Additional assessments may be requested for these students as well..

Exit Procedure:

Student progress and needs are continuously evaluated through the Rtl team. Individualized student plans are evaluated annually. The Team (which includes the student's parents and the student when appropriate) determines the best way to meet the student's needs. In years in which the student's needs can be met within our differentiated, multi-age classrooms no plan will be written. This decision is revisited annually or at any time any team member has concerns.

Process for appeals:

The identification or placement of a student in any program, including gifted and talented may be reviewed. The first step in an appeal process is to ask the RtI team to reconsider the placement (parents would be involved in this meeting). The second step is to appeal to the building principal, a letter will be sent to parents outlining this decision. Finally, the decision may be appealed to the superintendent who will make a final decision after having received details from the appealing party and the RtI Team.

5. Provide a description of the staff development that takes place in order to implement the program(s).

The teacher of Gifted and Talented students attends conferences and regional and state meeting on topics relevant to gifted and talented education.
The teacher of Gifted and Talented students provides regular education teachers information on characteristics of gifted children, differentiated instruction and other topics relevant to the education of gifted pupils during Response to Intervention meetings, staff meetings and professional development days.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.

Charlotte Elementary School has a teacher of Gifted and Talented students that devotes 20% of his/her time to teaching and administrating the program for Gifted and Talented students. The GT teacher reports to the building principal who oversees the program.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Ann Luginbuhl	Yes	Teacher	Pk-8	Part

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- Time or Part- Time in GT

7. Provide a description of the annual program self-evaluation process.

The teacher of Gifted and Talented students assesses individual students' progress four times a year as part of the school progress report.
The teacher of Gifted and Talented meets with parents and students twice annually as part of the school's student, parent, teacher conferences.
The RtI team meets at least once annually with parents to consider each identified student's progress, needs and appropriate planning for next school year.
The RtI team annually evaluates the overall progress of the program towards meeting program goals.

8. Provide a description of the costs to be incurred to implement the program(s).

The bulk of the cost of the program is to provide 20% of a salary for the teacher of Gifted and Talented students. There may also be additional costs of individualized programming, additional assessments, some specialized supplies for art students, specialized sheet music, transportation to regional GT activities or online individualized curriculum, are some examples.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Ann Luginbuhl	13,158	n/a
Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Online Curricular Materials (ALEKS, Plato)	200		
Sketch Books	40.00		
Specialized drawing supplies (charcoal drawing pencils,	10.00		
graphite sticks, erasers, erasing tools,	30.00		
Pencil cases, Pigment Markers)	50.00		
High school level novels with teaching guides	50.00		
Sheet music for individual lessons for identified students	20.00		
Subtotal	400	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Transportation and fees for regional programs	400		
Individualized Evaluations (WISC, WJ III)	500		
Subtotal	900	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Ann Luginbuhl	500		
Subtotal	500	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	13,158	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	400	
B. Other Allowable Costs	900	
C. Student Tuition		
D. Staff Tuition/PD	500	
Total	14,958	